DOCUMENT RESUME

ED 161 945 TM 007 980

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TITLE A "System" for Departmental Evaluation for Promotion Tenure and Assignments.
PUB DATE May 77
NOTE 27p.; Paper presented at the Annual Meeting of the Association for Institutional Research (17th, Montreal, Quebec, Canada, May, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *College Faculty; Course Evaluation; *Curriculum Guides; Educational Assessment; Evaluation Criteria; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; Higher Education; *Personnel Management; Personnel Policy

ABSTRACT

A system with ten components or stages for college faculty promotion, tenure, or assignment is presented as an aid to establishing criteria, defining purposes, and helping college departments meet the demands of accountability. The components are as follows: (1) at the start of the year, the department defines its needs, purposes, and priorities; (2) the department commits itself to a visible evaluation system; (3) the department defines performance criteria and provides institutional back-up services; (4) clear objectives are defined for all teaching activities; (5) detailed course syllabi are prepared; (6) at year end, each faculty presents a self evaluation record; (7) for the next year agreements are made on duties, responsibilities, and areas for improvement; (8) confidential longitudinal data are compiled; (9) instructional development and support services are planned; and (10) a specified committee review procedure is carried out for career decisions. A model for a course syllabus and strategies for staff development are presented in outline form. (Author/CTM)

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A "SYSTEM" FOR DEPARTMENTAL EVALUATION FOR PROMOTION TENURE AND ASSIGNMENTS

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Paper Presented at the 17th Annual Forum
Association for Institutional Research,
Montreal, May, 1977.

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A "System" for Departmental Evaluation for Promotion, Tenure and Assignments

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It is during this period of the year that most universities and colleges have gone through motions, sometimes painful, in the exercice of their personnel management procedures for promotion, tenure and assignments. An examination of actual practices, suggests that many institutions of higher education do not have "a promotion system" with clearly defined purposes, for public verification, appropriate for times of accountability, retrenchement, and increasing instructional development programs. With the movement towards unionization of faculty within the traditional concept of collegial participation in decision-making, higher education clearly needs a systematic look at present promotion-tenure practices as well as actual evaluation procedures of professional achievements. The publics of higher education are indeed getting persistent regarding institutional productivity.

Following a recent study of evaluation practices in colleges and universities in Canada, the United States and other countries[1], this writer offers the following Model as a possible "working hypothesis" in establishing appropriate criteria and in giving purpose to faculty evaluation procedures for promotions, tenure and assignments decisions. The proposed evaluation model can best be viewed as a "system" with its INPUTS-PROCESSES-OUTPUTS, recognizing institutional and individual objectives. It is composed of ten interrelated sets of activities, building on each other, leading to the desired decision based on agreed upon criteria and evaluation procedures. The "model" is represented as follows:

Insert "Model A" here

The first step requires that a department or academic unit clearly defines its needs, purposes and priorities for a given year. It serves as baseline data against which criteria and accomplishments will be anchored. (See Component 1)

The second "component" of the system requires the unit to commit itself to a clearly visible evaluation system taking into account faculty accomplishments as well as administrative conditions and support services. Such an evaluation system

[1]Nadeau, Gilles G., "Institutional Research Data for "What" Decisions: Results of a Survey of Institutional Research and Evaluation Practices in Canada, United States, Europe and Australia" in Proceedints of the Annual AIR FORUM, St. Louis, Mo., Tellahassee, Florida State University, 1976.

shall be widely agreed upon and well understood. Its emphasis shall be on self evaluation and improvement. (See Component 2)

The third component defines the agreed upon critieria, publicly known, against which performance will be assessed. For each criteria, departmental and institutional back-up services and assistance shall be specified. (See Component 3)

The fourth system's component involves the specification of clear objectives for each and all departmental teaching activities. This shall be done cooperatively among the unit faculty. (See Component 4)

The fifth set of activities involves the preparation of detailed course "syllabi" for all courses in the unit programs. This shall involve the necessary task analyses related to component four, as well as the resources, requirements, content, organization of teaching-learning activities and evaluation of student performances. (See Component 5)

The sixth component of the model requires that, at the end of each year, each faculty member and administration as well as support services personnel present a self evaluation record of its teaching, research and service activities during the year. This shall be given annually to the unit head or chairman. (See Component 6)

The seventh component set of activities is a beginning-of-year faculty activity analysis (FAA). Based on data provided in component six, one and five, agreements shall be negotiated on duties, responsabilities and areas of improvements for the

coming year. (See Component 7) Component eight shall provide additional information on a longitudinal basis to the faculty member and the department regarding the teaching activities of the unit. (See component 8)

Component nine shall outline an instructional development program and support services for the improvement of personnel activities in teaching, research, professional and community service as well as administrative responsabilities within the institution. Such a program shall be highly visible, openly encouraged, and well integrated to all other components of the "system". (See Component 9)

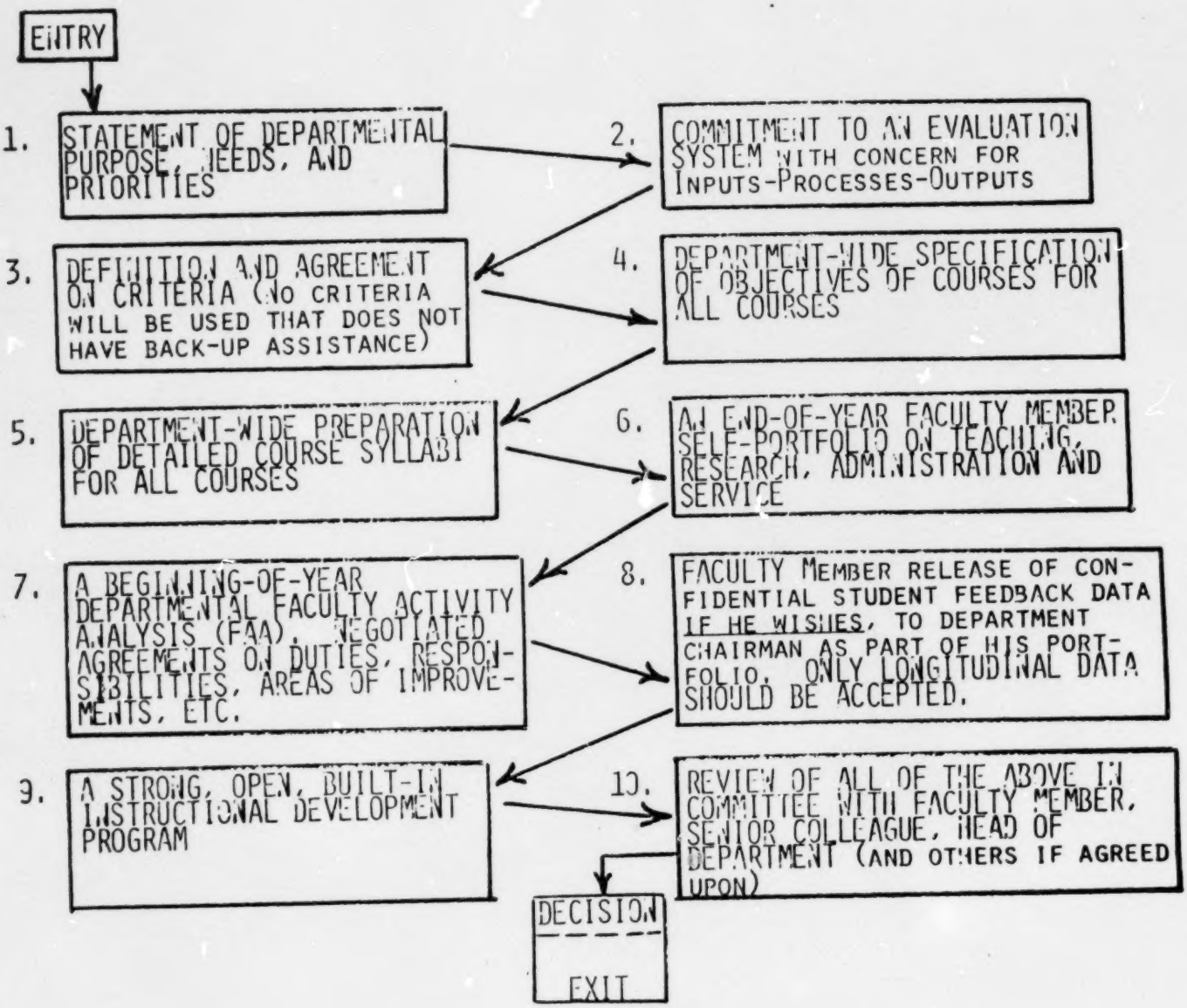
Finally, the tenth component will specify the review procedures, in committee, with the active participation of the faculty member for decision-making purposes within and outside the academic unit. (See Component 10)

In the canadian context, the above proposal may appear to some as requiring considerable changes in present practices and increased financial resources for higher education although it might be a close approximation to actual "intentions" in many institutions. The fact remains that several components of the proposed system are current procedures in many colleges and universities in North America. This writer has as yet to see or read about the complete model in actual operation. This short note may serve a useful purpose if it encourages open exchange of information on present promotion, tenure and

personnel assignments procedures in post secondary education.

Any correspondance on this matter will be appreciated by the author.

"SYSTEM" FOR DEPARTMENTAL EVALUATION FOR PROMOTION, TENURE AND ASSIGNMENTS


ENTRY
1. STATEMENT OF DEPARTMENTAL PURPOSE, NEEDS, AND PRIORITIES
2. COMMITMENT TO AN EVALUATION SYSTEM WITH CONCERN FOR INPUTS-PROCESSES-OUTPUTS
3. DEFINITION AND AGREEMENT ON CRITERIA (NO CRITERIA WILL BE USED THAT DOES NOT HAVE BACK-UP ASSISTANCE)
4. DEPARTMENT-WIDE SPECIFICATION OF OBJECTIVES OF COURSES FOR ALL COURSES
5. DEPARTMENT-WIDE PREPARATION OF DETAILED COURSE SYLLABI FOR ALL COURSES
6. AN END-OF-YEAR FACULTY MEMBER SELF-PORTFOLIO ON TEACHING, RESEARCH, ADMINISTRATION AND SERVICE
7. A BEGINNING-OF-YEAR DEPARTMENTAL FACULTY ACTIVITY ANALYSIS (FAA). NEGOTIATED AGREEMENTS ON DUTIES, RESPONSIBILITIES, AREAS OF IMPROVEMENTS, ETC.
8. FACULTY MEMBER RELEASE OF CONFIDENTIAL STUDENT FEEDBACK DATA IF HE WISHES, TO DEPARTMENT CHAIRMAN AS PART OF HIS PORTFOLIO. ONLY LONGITUDINAL DATA SHOULD BE ACCEPTED.
9. A STRONG, OPEN, BUILT-IN INSTRUCTIONAL DEVELOPMENT PROGRAM
10. REVIEW OF ALL OF THE ABOVE IN COMMITTEE WITH FACULTY MEMBER, SENIOR COLLEAGUE, HEAD OF DEPARTMENT (AND OTHERS IF AGREED UPON)
DECISION
EXIT

COMPONENT 1

STATEMENT OF DEPARTMENTAL PURPOSE, NEEDS, AND PRIORITIES

A. ACADEMIC PLANNING UNIT (NCHEMS)
(2 TO 3 YEARS)

B. NEEDS ASSESSMENT

C. JOB ANALYSES

D. TASK ANALYSES

E. PRIORITY IDENTIFICATION (DELPHI CONSENSUS)

F. PERT

G. DEPARTMENTAL RESOURCES AND ALLOCATION

COMPONENT 2

COMMITMENT TO AN EVALUATION SYSTEM WITH CONCERN FOR INPUTS-PROCESSES-OUTPUTS

A. DEFINING EVALUATION SYSTEM

1. Purposes
2. Agents
3. Methods
4. Procedure for use of results
5. Etc.

B. SYSTEM'S EVALUATION (SEE MODEL 8)

1. Students
2. Faculty
3. Administrators
4. Services
5. Etc.

C. LONGITUDINAL PROFILE ANALYSES

1. Data points
2. Feedback on process
3. Individualysed evaluation
4. Etc.

D. INSTRUMENTATION RESOURSE BANK - COMPUTER INTERACTIVE

E. MULTIPURPOSE - MULTIFACETED - MULTIDIMENTIONAL
MULTISOURCE - MULTIMETHOD - MULTICONTEXT

COMPONENT 3

DEFINITION AND AGREEMENT ON CRITERIA
(NO CRITERIA WILL BE USED THAT DOES NOT HAVE BACK-UP ASSISTANCE)

A. DEFINING CRITERIA

1. Literature
2. Present criteria
3. Collective agreements
4. Criteria related to objectives
5. Etc.

B. DEPARTMENTAL CRITERIA PROFILE

1. Teaching - All components of teaching
2. Research
3. Administrative responsibilities
4. Service on committee within university
5. Student advising
6. Performances and Production's
7. Service to community and Government
8. Program development
9. Professional development
10. Service to Professional Association's
11. Special assignments
12. Etc.

C. INDIVIDUALYSED DEPARTMENT PROFILE
DELPHI CONCENSUS RELATED TO PRIORITIES

COMPONENT 4

DEPARTMENT-WIDE SPECIFICATION OF OBJECTIVES OF COURSES FOR ALL COURSES

A. IDENTIFICATION OF ALL IN-DEPARTMENT TEACHING RESPONSIBILITIES

1. Courses
2. Seminars
3. Practicums
4. Internships
5. Laboratories
6. Etc.

B. PERFORMANCE - BASED DEFINITION OF EACH OF ABOVE

1. Content
2. Sequencing
3. Duplication (avoid)
4. Relate to job and task analysis

C. INTERDEPARTMENTAL RESPONSIBILITIES

1. Service courses - out
2. Service courses - in
3. Coordination

D. GOALS AND OBJECTIVES SURVEYS

E. FOLLOW-UP STUDIES - STUDENT FEEDBACK

COMPONENT 5

DEPARTMENT-WIDE PREPARATION OF DETAILED COURSE SYLLABI FOR ALL COURSES

A. AGREEMENT ON COURSE SYLLABUS DEFINITION AND PURPOSE

1. Student
2. Faculty
3. Administration

B. COURSE SYLLABUS CONTENT - DETAILLED
(See Model C)

C. COURSE DESCRIPTION CATALOGUE

D. COURSE SYLLABI COMPUTER - INTERACTIVE BANK

1. Student access
2. Faculty access
3. Administration access

COMPONENT 6

AN END-OF-YEAR FACULTY MEMBER SELF-PORTFOLIO ON TEACHING, RESEARCH, ADMINISTRATION AND SERVICE

A. SELF EVALUATION - CENTRAL TO WHOLE SYSTEM

B. SELF-PORTFOLIO

1. Teaching
2. Research - Publications
3. Student advising
4. Administration
5. Performances and achievements
6. Etc.

C. END OF YEAR REPORT TO DEPARTMENT HEAD - MID-YEAR FACULTY MEMBER DEPARTMENT HEAD INDIVIDUALYSED MEETING REVIEW

D. FACULTY MEMBER HAS FULL RESPONSIBILITY TO KEEP PORTFOLIO UP-DATED

E. PERFORMANCE - BASED

COMPONENT 7

A BEGINNING-OF-YEAR DEPARTMENTAL FACULTY ACTIVITY ANALYSIS (FAA), NEGOTIATED AGREEMENTS ON DUTIES, RESPONSIBILITIES, AREAS OF IMPROVEMENTS, ETC.

A. ADOPTION OF FACULTY ACTIVITY ANALYSIS (FAA - NCHEMS) BY DEPARTMENT

B. BEGINNING OF YEAR NEGOCIATED AGREEMENTS ON DUTIES, RESPONSIBILITIES IMPROVEMENT AREAS (RE RESOURCE ALLOCATION AND PRIORITIES)

C. DEPARTMENTAL WIDE KNOWLEDGE OF EACH FACULTY RESPONSIBILITIES

D. ONE WEEK BEGINNING OF YEAR FULL DISCUSSION OF DEPARTMENTAL ACTIVITIES WITH ALL MEMBERS PRESENT - WITH INVITED STUDENTS, DEANS AND RESOURCES PERSONS.

COMPONENT 8

FACULTY MEMBER RELEASE OF CONFIDENTIAL STUDENT FEEDBACK DATA IF HE WISHES, TO DEPARTMENT CHAIRMAN AS PART OF HIS PORTFOLIO, ONLY LONGITUDINAL DATA SHOULD BE ACCEPTED

A. CONFIDENTIALITY (A MUST)

B. ACCESS TO RESOURSES

1. Instruments
2. Personnel in evaluation
3. Resourse Library in Evaluation

C. WELL DEVELOPPED COMPUTER BASED ANALYSIS AND FEEDBACK SYSTEM

D. LONGITUDINAL - FORMATIVE STUDENT FEEDBACK DATA

E. INDIVIDUALYSED - (E.G. CAFETERIA STYLE)

COMPONENT 9

A STRONG, OPEN, BUILT-IN INSTRUCTIONAL DEVELOPMENT PROGRAM

A. UNIVERSITY WIDE COMMITMENT TO FACULTY AND ADMINISTRATORS INSTRUCTIONAL DEVELOPMENT PROGRAM

B. VISIBLE AND SUPPORTED UNIVERSITY WIDE

C. SEE MODEL D

D. INSTITUTIONAL RESEARCH OFFICE ROLE

COMPONENT 10

REVIEW OF ALL OF THE ABOVE IN COMMITTEE WITH
FACULTY MEMBER, SENIOR COLLEAGUE, HEAD OF DEPARTMENT
(AND OTHERS IF AGREED UPON)

A. DEFINED IN COLLECTIVE AGREEMENT OR FACULTY - UNIVERSITY PROCEDURES - STATUTES

B. DEPARTMENTAL REVIEW IN COMMITTEE WITH FACULTY MEMBER PRESENT - DEPARTMENT HEAD

C. OUTSIDE EXPERTISE SOLLICITED IF NECESSARY

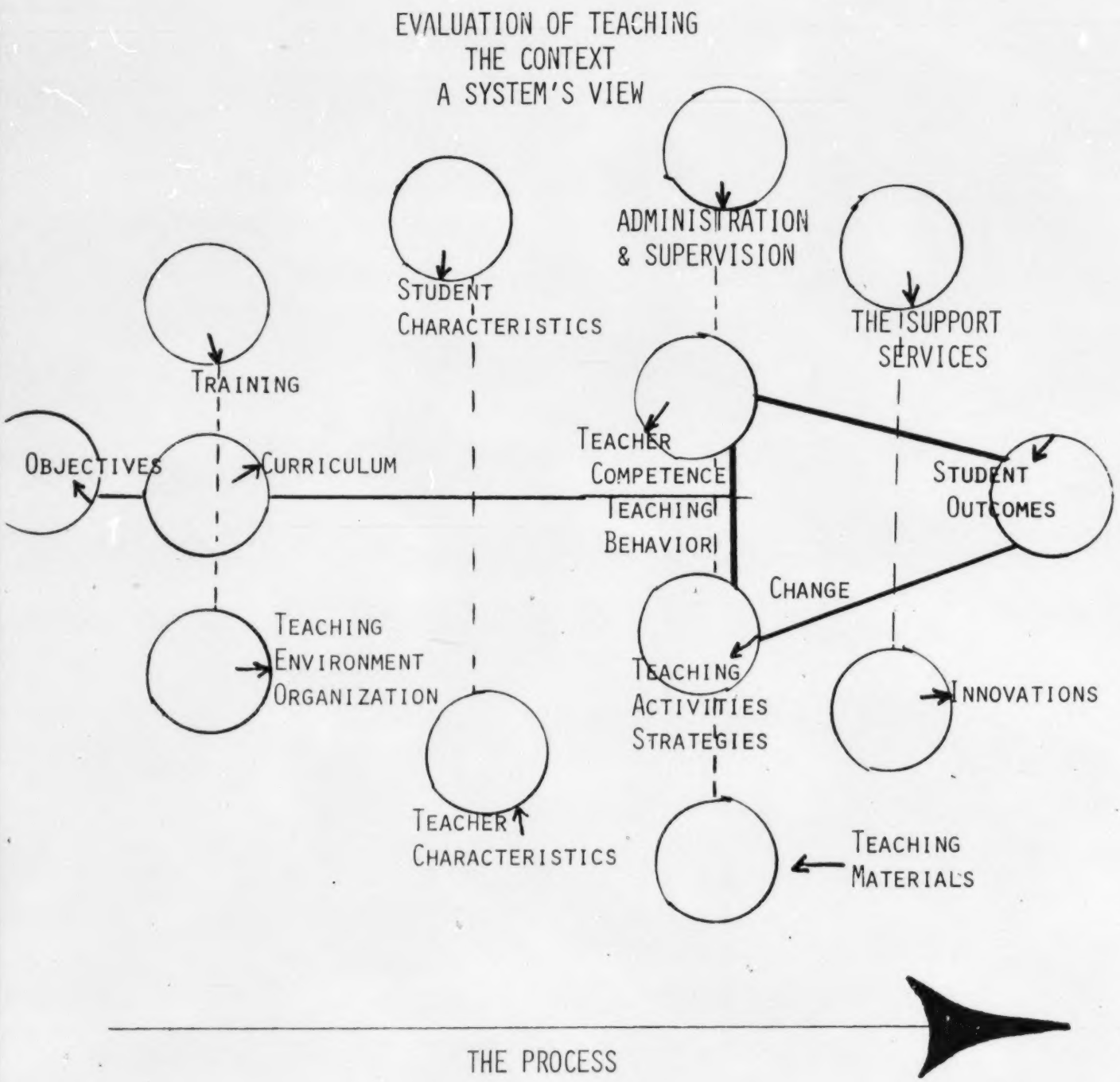
D. INVITED GUESTS IF AGREED UPON AT DEPARTMENTAL LEVEL (E.G. STUDENT, OUTSIDE COLLEAGUE OR CO-WORKER, ETC.)

E. CONTINUOUS SYSTEM'S ASSESSMENT

DECISION: OPEN

PUBLIC - REFERENCED TO OBOVE TEN COMPONENTS

MODEL B


EVALUATION OF TEACHING
THE CONTEXT
A SYSTEM'S VIEW
ADMINISTRATION
& SUPERVISION
STUDENT
CHARACTERISTICS
THE SUPPORT
SERVICES
TRAINING
OBJECTIVES
CURRICULUM
TEACHER
COMPETENCE
TEACHING
BEHAVIOR
STUDENT
OUTCOMES
CHANGE
TEACHING
ENVIRONMENT
ORGANIZATION
TEACHING
ACTIVITIES
STRATEGIES
INNOVATIONS
TEACHER
CHARACTERISTICS
TEACHING
MATERIALS
THE PROCESS

MODEL C

A MODEL FOR A COURSE SYLLABUS

A. IDENTIFICATION

1. DATE
2. NAME OF PROFESSOR (ROOM NUMBER & OFFICE HOURS)
3. DEPARTMENT AND FACULTY
4. COURSE NUMBER
5. TITLE OF THE COURSE

B. DESCRIPTION OF THE COURSE

6. DESCRIPTION OF THE GENERAL OBJECTIVES OF THE COURSE AND RELATIONSHIP TO OTHER COURSES.
7. DETAIL DESCRIPTION OF THE CONTENT OF THE COURSE WITH UNITS OR MODULES SPECIFIED WITH REFERENCES.
8. TIMETABLE OR SEQUENCE OF THE COURSE (BY MONTHS, WEEKS, HOURS)
9. REQUIREMENTS AND PROJECTS OF THE COURSE.

C. TEACHING AND LEARNING AIDS

10. INSTRUCTIONAL MATERIALS AND AUDIO-VISUAL AIDS
11. BASIC TEXT OR TEXTS OF THE COURSE
12. REQUIRED AND RECOMMENDED READINGS
13. BIBLIOGRAPHY
14. DOCUMENTS AND ROOMS FOR CONSULTATION
15. TEACHING ASSISTANTS (NAMES, ROOM NUMBER AND OFFICE HOURS)

D. EVALUATION

16. INDIVIDUAL PAPERS
17. GROUP WORK

18. EXAMS & TESTS (DATES AND TYPE)

19. EVALUATION PROCEDURES WITH RESPECTIVE WEIGHTS FOR EACH MEASUREMENT.

20. SELF-EVALUATION AND GROUP EVALUATION.

21. EVALUATION OF THE COURSE (BY THE STUDENTS, SELF OR OTHERWISE).

E. - BEHAVIORAL OBJECTIVES

22. LIST OF OBJECTIVES IN BEHAVIORAL TERMS FOR EACH UNIT OF THE COURSE.

23. SPECIFICATION OF ENABLERS OR TASKS FOR OBJECTIVES.

F. - TEACHING METHODS

24. PROCEDURES AND ORGANISATION OF THE COURSE TEACHING STRATEGIES.

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MODEL D

COMPONENTS OF STAFF DEVELOPMENT

I. INSTRUCTIONAL DEVELOPMENT IS COMPOSED OF

A. EVALUATION
B. DIAGNOSIS
C. TRAINING: TRADITIONAL METHODS
D. TRAINING: NEW METHODS AND TECHNOLOGIES
E. CURRICULAR DEVELOPMENT

II. ORGANIZATIONAL DEVELOPMENT IS COMPOSED OF

A. TEAM-BUILDING
B. DECISION-MAKING
C. CONFLICT-MANAGEMENT
D. PROBLEM-SOLVING
E. MANAGERIAL DEVELOPMENT

III. PERSONAL DEVELOPMENT IS COMPOSED OF

A. DISCUSSIONS ABOUT TEACHING
B. CAREER AND LIFE PLANNING
C. INTERPERSONAL SKILLS TRAINING
D. PERSONAL GROWTH
E. THERAPEUTICAL AND SUPPORTIVE COUNSELING

1. BERGQUIST, W.H., AND STEPHEN R. PHILLIPS

MODEL D (CONTINUED)

STATEGIES FOR STAFF DEVELOPMENT

1. STRATEGY NUMBER ONE:TRAINING
2. STRATEGY NUMBER TWO:CONSULTATION
3. STRATEGY NUMBER THREE: PERSONAL AND ORGANIZATIONAL DEVELOPMENT
4. STRATEGY NUMBER FOUR: METHOD-PROMOTION
5. STRATEGY NUMBER FIVE:INSTRUCTIONAL MATERIALS
6. STRATEGY NUMBER SIX: EQUIPMENT
7. STRATEGY NUMBER SEVEN: DISCUSSION
8. STRATEGY NUMBER EIGHT: EVALUATION
9. STRATEGY NUMBER NINE: REWARD SYSTEM
10. STRATEGY NUMBER TEN: CAREER TRANSITIONS
11. STRATEGY NUMBER ELEVEN: COMPREHENSIVE INSTITUTIONAL DEVELOPMENT
12. STRATEGY NUMBER TWELVE: A RESEARCH BASE
13. STRATEGY NUMBER THIRTEEN: A COOPERATIVE APPROACH

2. BERGQUIST, W.H., AND STEPHEN R. PHILLIPS

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